

Dakota STEP Administration

The *South Dakota State Test of Educational Progress (Dakota STEP)* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education requires annual administration of *Dakota STEP* to students in grades 3 through 8 and 11.

Spring 2006 Administration: Critical Dates

Dec. 16, 2005	Last day to notify the South Dakota Department of Education and Harcourt of Braille and large-print materials needed for the spring 2006 administration.
Feb. 27–Mar. 3, 2006	Pretest workshops
March 20, 2006	Scheduled delivery of <i>Dakota STEP</i> assessment materials
March 24, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
April 3–21, 2006	<i>Dakota STEP Administration</i>
April 26, 2006	LAST DAY for scorable documents to be picked up by UPS
April 28, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
May 26, 2006	Districts receive SAT 10 (NRT) reports (<i>Dakota STEP</i> CRT results are available in August).

Questions regarding the provision of assessment accommodations for LEP students should be directed to **Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us**.

Questions regarding the provision of assessment accommodations for students with disabilities should be directed to **Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us**.

The foundation of the *Dakota STEP* is the *Stanford Achievement Test, Tenth Edition* which assesses student's knowledge of reading, language arts, mathematics, science, and social science. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading and mathematics. To fully assess the South Dakota State Content Standards, reading and mathematics questions have been added to the *Stanford Achievement Test* to create the *Dakota STEP* which yields both norm-referenced and standards-based scores. Additional information about the *Dakota STEP* assessment can be found in the *Dakota STEP Interpretive Guide* available on the South Dakota Department of Education website (<http://doe.sd.gov/octa/assessment/docs/DakotaSTEPInterpretiveGuide>).

Private and alternative site schools which are classified as accredited or approved by the South Dakota Department of Education are to administer the *Dakota STEP*. Students who are state-placed or district-placed must be included in the State of South Dakota's Accountability Plan for *No Child Left Behind*. All students are required to be accounted for and included in local districts as appropriate. The cost of testing is covered by the State of South Dakota and a list of Private and Alternative site schools is available in *Appendix B*.

BIA schools will participate in the *Dakota STEP* as required by the Bureau of Indian Affairs. The cost will be covered by the State of South Dakota. BIA schools are expected to follow the same guidelines as public schools including keeping tests secure and returning test materials on time. Please review this *Test Coordinator's Handbook* thoroughly to ensure a successful administration of the *Dakota STEP*. A list of BIA schools is available in *Appendix B*.

***Dakota STEP* assessment materials are NOT to be used for Home School and other Non-accredited Alternative Instruction Programs.**

Home School and other Non-accredited Alternative Instruction Programs (13-27-3) are required to test grades 2, 4, 8, and 11 using the *Stanford Achievement Test Abbreviated Battery, Form D*. The *Stanford* test materials will be provided by the state and must be ordered through local school districts. For additional information, please refer to the Home School and other Non-Accredited Programs section of this *Test Coordinator's Handbook*.

Activities Before Administration

Assessment Materials Provided

- grade-specific *Dakota STEP* student test booklets
- grade-specific *Dakota STEP Directions for Administering*
- grade-specific *Dakota STEP* student answer documents (except for grade 3)
- Rulers:
 - large-scale rulers with ISBN number 9998103312 on the package should be distributed to students testing at grade 3 only
 - small-scale rulers with ISBN number 9998103320 on the package should be distributed to students testing at grades 4 through 8 and 11
- Mathematics reference sheets:
 - *Advanced* math reference sheets are to be distributed to grade 7 and 8 students.
 - *Task 1, 2, and 3* math reference sheets are to be distributed to grade 11 students.
- *Test Coordinator's Kit*, including:
 - Pre-ID labels (may arrive in a separate shipment)
 - Paper bands for securing answer documents
 - Scoring Service Identification (SSID) sheets
 - Master File Sheets
 - *Order for Optional Scoring Service* form
 - UPS shipping labels
 - ORANGE peel-and-stick return labels for scorable materials
 - GREEN peel-and-stick return labels for non-scorable materials

Receive and Inventory Assessment Materials

Verify the contents of the *Dakota STEP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Separate the *Dakota STEP Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in *Appendix A*.

Test security agreements and affidavits must be completed prior to the *Dakota STEP* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Dakota STEP* assessment,

- 1. Fill in the title of the *Dakota STEP* assessment on the *Test Security Agreement* and the *Test Security Affidavit*.**
- 2. Review and sign the *Test Security Agreement* for test coordinators.**

Send the original *Test Security Agreement* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Send a copy of the original *Test Security Agreement* to:

South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* for your records.

- 3. Copy, disseminate, and collect the *Test Security Affidavit* from all teachers/examiners prior to distributing assessment materials.**

Send the original *Test Security Affidavits* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Retain copies of the *Test Security Affidavits* for your records.

Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule *Dakota STEP* assessment sessions for your school/division within the statewide administration period of **April 3–21, 2006** (which includes any make-up sessions). Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Harcourt NO LATER THAN **April 28, 2006**. Work with building coordinators and/or teacher/examiners in each school to schedule administration dates and times.

Approximate testing times are provided for planning purposes only and are included in each of the grade-specific *Dakota STEP Directions for Administering*. Take into consideration that the *Dakota STEP* is a series of untimed subtests and students should be provided with as much time as they need to complete each subtest.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Word Study Skills	25 minutes	25 minutes					
Reading Vocabulary	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Reading Comprehension							
Session 1	55 minutes	55 minutes	55 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Session 2	55 minutes	55 minutes	55 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Mathematics Problem Solving							
Session 1	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Session 2	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Session 3	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Mathematics Procedures	45 minutes	45 minutes	45 minutes	30 minutes	30 minutes	30 minutes	
Mathematics							
Session 1							60 minutes
Session 2							60 minutes
Session 3							60 minutes
Language	40 minutes	40 minutes	40 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Science	40 minutes	40 minutes	40 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Social Science	40 minutes	40 minutes	40 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Total Time	8.5 hours	8.5 hours	8.1 hours	7 hours	7 hours	7 hours	6.5 hours

Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teacher/examiners (and building coordinators) to ensure the successful administration of the *Dakota STEP*. This training should include information provided by the South Dakota Department of Education and Harcourt, this *Test Coordinator's Handbook*, and the teacher/examiner's *Dakota STEP Directions for Administering*.

Familiarize yourself with this section of the *Test Coordinator's Handbook* and the *Dakota STEP Directions for Administering* prior to your training session(s). Teacher/examiners should review the *Directions for Administering* prior to testing. You may wish to collect the *Directions for Administering* after training and then re-distribute them prior to testing to ensure that all teacher/examiners receive a copy for the administration.

The following topics should be reviewed during your training sessions:

- responsibilities of teacher/examiners
- test security, including the *Test Security Affidavit* for teachers/examiners
- assessment schedule
- preparation of appropriate assessment locations
- informing and preparing students for the assessment
- providing accommodations for students
- coding demographic information on student answer documents
- monitoring students during the administration
- use of classroom proctors/interpreters (if necessary)
- preparing and returning assessment materials

The *Dakota STEP* answer documents have been modified to coordinate with the "STOP" signs that appear in the students' test booklets. Teachers/examiners should ensure that students have completed each session before collecting their test materials and that the students resume testing by marking their answers in the correct area of their answer documents. If two or more subtests are administered in a single sitting, students should be given a rest period of at least 10 minutes between subtests.

The *Dakota STEP Directions for Administering* provide teachers/examiners with the following grade-specific information:

- assessment materials required for teachers/examiners and students
- grade-specific, approximate testing times for planning purposes
- guidelines for calculator use on the *Mathematics* subtest
- grade-specific instructions for the distribution and use of mathematics assessment manipulatives (rulers and reference sheets)
- instructions for completing student demographic information
- instructions for organizing, inspecting, and returning student answer documents and assessment materials
- instructions for completing SSID sheets (grades 3 through 5)

Student Identification Information

All students (including those with Pre-ID labels) should write their names (and other identification information) in Box 1 of the answer document. This will help teachers/examiners to identify students' answer documents easily throughout the testing session.

For students WITHOUT Pre-ID labels, or if the information on the Pre-ID label is incorrect, student demographic information must be completed by hand. Information on Pre-ID labels will override any hand-entered information. Instructions for completing boxes 1 through 8 are provided within the *Directions for Administering*.

Box 7 and 8 for Special Populations

Teachers/examiners should complete Box 7– SPECIAL TEST FORM and Box 8– ACCOMMODATIONS FOR SPECIAL POPULATIONS following the administration of the *Dakota STEP*.

Box 7: teachers/examiners must grid the appropriate circle if students were assessed with special versions of the *Dakota STEP*.

- **Large print**
- **Braille**

Box 8: teachers/examiners must grid the appropriate circle for students with:

- an active **IEP**
- **504** plan
- **LEP** status

AND

teachers/examiners must grid the appropriate circle for both reading and math regarding test administration

- **No Accommodations**
- **Standard Accommodations**

EXAMPLE A:

If a visually impaired student is assessed with the large print version of the *Dakota STEP*, the teacher/examiner would complete the following information:

- In box 7, grid the large print circle
- In box 8, grid the IEP circle and the standard accommodation circle for both Reading and Mathematics


EXAMPLE B:

If a student with a specific learning disability is assessed with a regular version of the *Dakota STEP* and only has standard accommodations in reading, the teacher/examiner would follow these instructions:

- Do not grid box 7
- In box 8, grid the IEP circle and the standard accommodation circle for Reading and no accommodation circle for Mathematics

Dakota STEP Demographic Page

1 STUDENT NAME		TEACHER		SCHOOL	
SCHOOL DISTRICT		GENDER		GRADE	
DATE OF BIRTH		TEST DATE (Month/Year)			

Grade 4
 ISBN 979-8312-9b-5

 9 789998 312968

2	LAST NAME	FIRST NAME	MI

3	DATE OF BIRTH	


4	GENDER

5	RACE/ ETHNICITY

6	STUDENT NUMBER

7	SPECIAL TEST FORM

8 ACCOMMODATIONS FOR SPECIAL POPULATIONS			
Identification:	IEP <input type="radio"/>	504 <input type="radio"/>	LEP <input type="radio"/>
No Accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard Accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Place Pre-ID Label Here


TPC Reflective Bond™ 81090 123456789101112ABCDE

Guidelines for Calculator Use

All students should have access to school-owned or student-owned calculators for use on the appropriate *Dakota STEP* mathematics subtest. All students should be familiar with the calculator they are to use on the test. Permissible calculators may be used by students on the *Dakota STEP Mathematics Problem Solving* subtest at grades 4 through 8 as well as the grade 11 *Mathematics* subtest. Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following **PROHIBITED** list. For models on the **PERMITTED WITH MODIFICATION** list, teachers/examiners will be required to modify some of the features of the calculator before it is used.

The following types of calculators are **PROHIBITED**:

- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—*The Sharp EL9600 is permitted for use because it is not considered a pen-input device.*
- calculators built into cellular phones or other wireless communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys not in QWERTY format are permitted.*
- calculators with built-in Computer Algebra Systems—**Prohibited** calculators in this category include **all** calculators in **all** of the following series:
 - Casio CFX-9970G and Algebrax2.0 have built-in Computer Algebra Systems.
 - Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
 - Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infrared communications port is covered with heavy, opaque material.

The following types of calculators are **PERMITTED WITH MODIFICATION** as follows:

- calculators with paper tape—*Remove the tape.*
- calculators that make noise—*Turn off the sound feature.*
- calculators that can communicate wirelessly with other calculators—*Completely cover the infrared data port with heavy, opaque material*
- calculators that have power cords—*Remove all power/electrical cords.*

On the day of testing, teachers/examiners should check each student's calculator to verify that it is a permitted type, and monitor its use to ensure that the student uses a backup calculator only if a primary calculator fails, does not share calculators, and does not store test materials in the calculator's memory. If the calculator has characters one-inch high or larger, or a raised display, teachers/examiners may seat students where no other student can see the calculator.

Assessment of Limited English Proficient Students

All identified limited English proficiency (LEP) students in grades 3 through 8 and 11 must participate in the *Dakota STEP*. (Title I, Part A, Section 1111 of the *No Child Left Behind Act of 2001*). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for 3 or more consecutive school years. If the student has fewer than 3 consecutive school years in the United States, they are to take the assessment in the language and form most likely to yield accurate data. In South Dakota, students are provided accommodations as the *Dakota STEP* is only provided in English.

LEP students in their first year of enrollment in a school in the United States are not required to take the *Dakota STEP Reading* subtests if that student has participated in the annual *Dakota English Language Proficiency (Dakota ELP)* assessment. Participation in the *Dakota ELP* test will constitute participation in *Dakota STEP Reading* for purposes of determining Adequate Yearly Progress (AYP). Students, who enroll for the first time in a school in the United States after the testing window for *Dakota ELP* annual progress has ended, will meet participation requirements for reading through the completion of the LEP eligibility assessment of the LAS or the IPT.

LEP students in their first year of enrollment in a school in the United States are required to take the *Dakota STEP mathematics* assessment, indicating participation for AYP determination. The results of the mathematics assessment for LEP students in their first year of enrollment in a United States' school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

It is possible for a student who is classified as limited English proficient to be enrolled in a district or building that does not provide Title I services. The identified student must still be provided services that meet his or her unique, individual educational needs, and be included in the state's testing program. (The provision of individual educational needs does not mean that the student must be enrolled in a "special education" program. That is a separate identification and service delivery process).

Questions regarding the provision of accommodations for LEP students should be directed to
Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us.

Assessment Accommodations for LEP Students

Test Coordinators are urged to plan ahead when involved in the accommodation of students with special needs. Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the *Dakota STEP*, districts should determine each LEP student's need for special accommodations that are most likely to yield accurate and reliable information on what students know and can do in the subjects tested. Such determinations should be made by LEP teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on an individual basis.

Listed below are some general guidelines for LEP teams to consider in determining accommodations for individual students.

- the student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- the student's ability to comprehend and appropriately respond to standard test items written in English
- the language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- timing or pacing variations that may assist in English comprehension
- responsive variations that may minimize English-language limitations
- encoding or decoding assistance including interpreters or translators

If it is determined that an LEP student will participate in the *Dakota STEP* with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. A student's LEP team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file.

Assessment accommodations that an LEP team might consider are: word lists/glossaries, simplified directions, small group/individual administrations, and other accommodations based on the student's needs.

The following information is not provided in the *Dakota STEP Directions for Administering*.
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Assessment Accommodations for LEP Students

Category	Accommodation	Standard Administration
Scheduling	Time of day	X
	Breaks between subtests	X
	Breaks within subtests	X
Setting	Small group	X
	Individual setting	X
	Environmental modifications: Location with minimal distractions Noise buffers Preferential seating	X
Presentation Format	Repeating directions	X
	Simplifying directions	X
	Calculator use allowed for the <i>Mathematics Problem Solving</i> subtest at grades 4 through 8 and the <i>Mathematics</i> subtest at grade 11 (disable device's programming capability)	X
	Test questions read aloud to student*	X
Response Format	Visual aids (templates, masks, or markers)	X
Other	Use of dictionaries	X
	Use of word lists/glossaries	X

***Questions from the following subtests may be read aloud to students:**

Reading Vocabulary

Reading Comprehension (test questions only)

Mathematics Problem Solving (grades 3 through 8)

Mathematics Procedures (grades 3 through 8)

Mathematics (grade 11)

Language

Science

Social Science

Assessment Accommodations for Students with Disabilities

The *Individuals with Disabilities Education Act of 2004* (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in state- and district-wide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the child to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Decisions about whether a student participates in the *Dakota STEP* assessment under the prescribed standardized group-testing conditions recommended by Harcourt, or participates with accommodations, must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate in the *Dakota STEP* assessment with standard accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If it is determined that a student with a disability cannot participate in the *Dakota STEP* assessment with standard accommodations, the student must be assessed utilizing the *Dakota STEP-A* (Alternate Assessment). The IEP team must document their decision in the student's IEP.

Questions regarding the provision of assessment accommodations should be directed to Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us

Assessment Accommodations for Students with Disabilities

Accommodations in the instructional process should be used, when necessary, for assessing students. Accommodations in test administration are provided to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than to reflect their impairment. Although test accommodations provide students with an equal opportunity to demonstrate their skills and knowledge, they do not guarantee equal outcomes. An appropriate or reasonable accommodation should not interfere with the interpretation of a student's score.

Professional judgment and experience play important roles in any decision concerning which accommodation is needed, the extent to which it is needed, and for which student.

General guidelines for the IEP or Section 504 teams to consider:

- Does the accommodation fit the student's instructional process and areas of strength and weakness rather than the category of disability? (For example, not all students with learning disabilities have reading problems and therefore, not all require that math problems be read to them.)
- Does the student's IEP or 504 Plan call for the same or a similar accommodation for class work?
- Is this an accommodation that is typically provided for the student during instruction and assessment in the general classroom?
- Is the student sufficiently skilled to use this accommodation with ease or will the accommodation serve as an impediment? This question is especially pertinent when considering the use of technology or assistive technology devices. (For example, a student is allowed to use a word processor as an accommodation during testing, but the student is not sufficiently skilled to use it with ease, speed, and confidence, thereby hampering his or her performance.)
- Is the accommodation **necessary** for this child? (For example, a student with ADD/ADHD who reads well may not need math problems read to him or her but may require small-group administration of the test so the teacher can keep the student on task.)

Standard Accommodations for Students with Disabilities

Timing/Scheduling

- **Time of day most beneficial to students**
Some students with health problems and/or medication schedules benefit by being tested at particular times of the day (e.g., first thing in the morning, immediately following medication). It is permissible to test at a time that is most beneficial to the student.
- **Frequent breaks within a subtest**
If factors such as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings. Care should be taken, however, to ensure that students do not have an opportunity to share and/or compare test information during breaks that are provided.

Setting for Administration

- **Test individually**
Students may be tested individually, as necessary, for teacher supervision and support and/or for the provision of other accommodations. If it is likely that a student will be easily distracted or disruptive during the test administration, it would be appropriate to test that student individually. If a student becomes disruptive unexpectedly during testing, it is permissible to remove the student from the test setting so that other students may proceed with the test undisturbed. The disruptive student should be calmed down and the test continued separately, whenever possible.

- **Home/Hospital**
If a student on an IEP or 504 Plan is unable to participate in the assessment at the school, it is acceptable to send school personnel to the student to administer the test.
- **Environmental Modifications**
Students should be tested using the adaptive or special furniture that they normally use in the course of daily instruction (e.g., special tables, chairs, slant boards). Students may be tested using special lighting, amplification, or noise-buffering devices as necessary, as employed for classroom instruction, and as outlined in their IEPs.

Presentation Format

- **Braille and large-print (18-point text)** versions of the *Dakota STEP* test booklets and enlarged answer documents are available for students who are visually impaired. Test materials will be sent separately to examiners administering Braille and/or large-print versions of the test. As soon as the need for such accommodations is identified, requests for Braille and large-print test versions should be communicated to **Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us.**
- **Sign Language Interpreters** may assist in test administration by giving directions and clarifying information as provided in the *Directions for Administering*. Students who are deaf or hearing-impaired may have the *Dakota STEP* administered individually.
- **Talking Calculators** may be used as long as the student is tested individually or with the use of headphones.
- **Readers may only be provided when identified on a student's IEP or Section 504 Plan** to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than reflecting their impairment. For example, allowing a student with dyslexia to have word problems read to him or her during the math test is an appropriate accommodation for this student because math skills, not reading, are being assessed. However, reading the *Reading Comprehension* test passages to this same student would be an inappropriate accommodation. **Reading the *Reading Comprehension* test passages aloud creates a listening comprehension test, and is not permitted.** Reading the *Reading Comprehension* test questions aloud to the student is permissible. In addition, the *Word Study Skills* subtest (at grades 3 and 4) may not be read aloud to students.

Response Format

- **Transcription of Student Responses**
This accommodation is available for students who are unable to mark their answers on the regular-print *Dakota STEP* answer document.
 - School personnel may grid students' verbal responses to multiple-choice items on the regular-print *Dakota STEP* answer document.
 - School personnel may transcribe students' responses marked in the test booklets and/or on the large-print answer documents to the regular-print *Dakota STEP* answer documents.

The following information is not provided in the *Dakota STEP Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Assessment Accommodations for Students with Disabilities

Category	Accommodation	Standard Administration
Timing/ Scheduling	Time of day most beneficial to students	X
	Frequent breaks within a subtest	X
Setting/ Administration	Test individually	X
	Home/hospital setting	X
	Environmental modifications: Special lighting Adaptive or special furniture Location with minimal distractions Noise buffers Carrels Special seating	X
	Repeating directions	X
	Simplifying directions	X
Presentation Format	Sign language (ASL, cued speech) for directions	X
	Visual aids (magnifiers, templates)	X
	Large-print (18 pt. text) test booklets and answer documents	X
	Braille test booklets	X
	Audio amplification equipment	X
	Audio tape*	X
	Test questions read aloud to student*	X
	Abacus for visually impaired (VI) students	X
	Talking calculators provided the student is tested individually or with the use of headphones.	X
	Visual aids (graph paper, templates, rulers)	X
	Amplification equipment (hearing aid, auditory trainer)	X
Response Format	Large-diameter pencil, pencil grip, special pencil or pen	X
	Large-print answer document (transcribed to regular-print answer document)	X
	Braille (transcribed to regular-print answer document)	X
	Oral, sign language, or tape-recorded responses (transcribed to regular-print answer document)	X
	Assistive or augmentative technology	Varies
	Mathematics manipulatives	Varies

***Questions from the following subtests may be read aloud to students:**

Reading Vocabulary

Reading Comprehension (test questions only)

Mathematics Problem Solving (grades 3 through 8)

Mathematics Procedures (grades 3 through 8)

Mathematics (grade 11)

Language, Science, and Social Science

Administering the *Dakota STEP* Large-print Version

Large-print versions of the *Dakota STEP* are available for visually-impaired students whose IEP's call for such test materials. The large-print test booklets are enlargements of the regular-print test booklets that are produced in black and white. No changes have been made to the items or to the number of items. However, when necessary for clarity and readability, the art has been adapted or revised.

There are no separate norms for interpreting the scores of students who are administered large-print versions of the *Dakota STEP*. The standard published norms are used. Reports resulting from the administration of the large-print versions will be identical to all other South Dakota School Testing Program reports.

The large-print versions of the test will be sent to each district that requests large-print test materials. For each large-print test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

The large-print test booklets are assigned a security number for inventory purposes. Like all other test forms, the large-print versions must be kept secure in a locked area when not in use. Teachers/examiners must sign the *Test Security Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate large-print test booklets to each building. The shipment will include one copy of procedures for each large-print test. If the correct number of large-print tests is not received, or if there is a problem with the security number assignments, contact the Harcourt Customer Support Center at 1-800-763-2306.

Students testing with the large-print version should have sufficient work space to accommodate an open 11" x 17" test book and/or answer document. Special consideration should also be given to lighting conditions for low-vision students.

In most cases, a student's sight/vision disability precludes his/her ability to use a regular-print, answer document. The teacher/examiner and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the large-print test booklet or large-print answer document with a pencil, pen, crayon, or respond in typewriting. After testing is complete, the teacher/examiner must then transcribe the student's responses to a regular-print *Dakota STEP* answer document.
- If a student is tested individually, he or she can respond orally to the teacher/examiner who should mark the student's responses on a regular-print *Dakota STEP* answer document as the test is administered.

Teachers/examiners must ensure that the student identification information on the *Dakota STEP* answer document is completed accurately by marking the Large Print circle in box 7 and completing student identification and accommodation information in box 8.

Administering the *Dakota STEP* Braille Version

Braille versions of the *Dakota STEP* are available for students whose IEPs call for such test materials. Items that cannot be Brailled without modifications have been identified and either eliminated due to practical necessity, or revised in order to make translation possible. Raw score to scaled-score conversions have been developed ONLY for the tests in which some of the original items were deleted. The scaled scores for the remaining tests are determined using the same tables that are used for regular scoring.

The Braille versions of the *Dakota STEP* will be sent to each district that requested Braille testing materials. For each Braille test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

All volumes of each Braille test are packaged together and assigned a security number for inventory purposes. Like all other test forms, the Braille versions must be kept secure in a locked area when not in use. Teachers/examiners must sign a *Test Security Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate Braille test booklets to each building. The shipment of test materials will include one copy of procedures for each Braille test. If the correct number of Braille tests is not received, or if there is a problem with the security number assignments, contact the Harcourt Customer Support Center at 1-800-763-2306.

Before beginning each subtest, teachers/examiners should provide students with all materials and equipment needed for testing (e.g., low-vision aids, slate and stylus, Cranmer modified abacus, Braille writers/typewriters). The teacher/examiner should have available Braille paper, typing paper, pens, pencils, crayons, and place holders.

In most situations, a student's sight/vision disability precludes the ability to use a regular-print answer document. In such cases, the teacher/examiner and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the Braille book with a pencil, pen, or crayon. The student may respond in handwriting, typewriting, or Braille. When the student completes the test, his or her answers must be transcribed to a regular-print *Dakota STEP* answer document. The teacher/examiner must ensure that the transcribed responses are in direct correlation to the question being answered.
- A student may be tested individually in a setting where an oral response can be given to the teacher/examiner. In such cases, the teacher/examiner will mark the student's responses directly on the regular-print *Dakota STEP* answer document.

The response to a specific question must be marked on that specific question's answer grid on the regular-print *Dakota STEP* answer document. The answer grids for items omitted from the Braille version should remain blank.

Teachers/examiners must ensure that the student identification information on the *Dakota STEP* answer document is completed accurately by marking the Braille circle in box 7 and completing student identification and accommodation information in box 8.

Braille and Large-print *Dakota STEP* Test Materials

The Braille and large-print test materials must be kept separate from the regular test materials and returned to the test coordinator after testing is complete. The scorable, regular-print answer documents transcribed for students testing with the Braille or large-print versions of the *Dakota STEP* are to be placed with the scorable, regular-print answer documents, within classroom/grade, and by building. The test coordinator should check the inside of each Braille test booklet to ensure that the regular-print, scorable answer document has been removed.

BRaille AND LARGE-PRINT SCORABLE ANSWER DOCUMENTS

The scorable answer documents transcribed for students tested with the Braille and large-print versions of the *Dakota STEP* should be placed on top of the stack of regular-print scorable answer documents (by classroom/grade) and included in the NUMBER OF DOCUMENTS section of the SSID sheet.

BRaille AND LARGE-PRINT TEST MATERIALS

ALL Braille test booklets, large-print test booklets, and large-print answer documents should be returned to
JR Zengler
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Distribute Assessment Materials to Teachers/Examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Directions for Administering*. Distribute the SSID sheets and paper bands to building coordinators and/or teachers/examiners for use in organizing and returning completed response booklets.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *Dakota STEP Directions for Administering* are adhered to and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in *Appendix A* to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

Collect Assessment Materials

Collect all scorable student answer documents and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Organize Student Answer Documents

Organize the scorable documents by building. As you organize the student answer documents, ensure that

- the students' responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with colored pencil, ink, or felt-tip pen cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.
- the answer documents are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by teachers/examiners or students.
- the student information that is written above the circles in each box of the answer document is accurately gridded below the information.
- the Student Number section is completed and fully gridded on every answer document without a pre-ID label.
- completed scorable answer documents have been received from ALL teachers/examiners and/or building test coordinators.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of answer documents to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Dakota STEP* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID sheets:

SIDE 1:

- | | |
|---|---|
| (A) GRADE | Print the grade. |
| (B) TEACHER, COUNSELOR OR GROUP | Print the name of the Teacher (grades 3, 4, & 5). |
| (C) GRADE | Fill in the circle for the grade. |
| (D) NUMBER OF DOCUMENTS | Fill in the total number of answer documents for the particular group (class for grades 3–5 and building for grades 6–8 & 11). Number must be right-justified; enter leading zeros. |
| (E) OTIS-LENNON
SEPARATE DOCUMENTS
TAKEN: YES / NO | Mark NO for grades 4–8 & 11.
Mark NO for any off-grade testing at grades 9, 10, or 12.
Mark YES for grades 1, 2, and 3 if OLSAT [®] 8 was administered. |
| (F) SCORING CENTER USE | HOME SCHOOLS ONLY
Grid “8” in columns 1, 2, and 3. |
| (G) SCORING CENTER USE | ALL OTHER NON-ACCREDITED
Grid “9” in columns 1, 2, and 3. |

SIDE 2: (Grade 3 through 5 classrooms ONLY)

- | | |
|---|---|
| (H) IF YOU ARE USING THIS
SIDE, MARK THIS CIRCLE | Fill in this circle. |
| (I) TEACHER, COUNSELOR OR
GROUP NAME | Print name in boxes then fill in circles under each letter. |
| (J) GROUP CODE (Optional) | Print teacher certification number. |

[illegible]

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES

GROUP CODE (optional)

(J)

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	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	0
2	2	3	4	5	6	7	8	9	0	1
3	3	4	5	6	7	8	9	0	1	2
4	4	5	6	7	8	9	0	1	2	3
5	5	6	7	8	9	0	1	2	3	4
6	6	7	8	9	0	1	2	3	4	5
7	7	8	9	0	1	2	3	4	5	6
8	8	9	0	1	2	3	4	5	6	7
9	9	0	1	2	3	4	5	6	7	8

GRADES 3 THROUGH 5:

Teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' answer documents, paper banded together, with an SSID sheet on top.

Test coordinators are to verify that each teacher/examiner has completed an SSID sheet for each classroom and that an SSID sheet for each classroom is on top of the stack of answer documents for that classroom within the paper band. Verify that the NUMBER OF DOCUMENTS section is completed on each SSID sheet. Organize the answer documents for each classroom so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Check that different classroom groups (grades 3 through 5) are NOT paper banded behind a single SSID sheet. Enter the total number of classroom groups for each grade and the total number of answer documents for each grade within each building on the Master File Sheet.

GRADES 6 THROUGH 8, AND 11:

Teachers/examiners are to complete the information on the paper band and return their students' answer documents.

Test coordinators are to total the number of answer documents returned from ALL Teachers/Examiners by grade and complete one SSID sheet for the total number of answer documents for each grade within each building. Ensure that the NUMBER OF DOCUMENTS section is completed on the SSID sheet. Place the SSID sheet for each grade on top of the stack of answer documents within the paper band. Organize the answer documents for each grade so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Enter the total number of answer documents on the Master File Sheet.

Verify and/or complete the SSID Sheets ensuring the following:

- the school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet
- the appropriate grade section has been gridded
- each SSID Sheet has the correct number of documents entered and gridded
- all paper-banded bundles have completed information on the paper band

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

Enter the total number of grade 3, grade 4, and grade 5 classroom groups (each with its own SSID sheet) for each building under the “Number of Groups” column on the Master File Sheet. Add the total number of documents present in all groups and enter the total number of answer documents to be scored under the “Number of Documents” column on the Master File Sheet.

Enter the total number of grade 6–8 and 11 groups for each building, using only one SSID Sheet. Enter “1” for each building under the “Number of Groups” column on the *Master File Sheet*. Next, enter the total number of answer documents present in all paper-banded bundles for each grade under the “Number of Documents” column on the *Master File Sheet*.

If no students were tested in a building at a particular grade, enter “0” on that line under each column of the *Master File Sheet*. Enter the total number of groups and the total number of documents to be scored on the “Total” line.

Retain a copy of the completed *Master File Sheet* for your records.

An example of a completed Master File Sheet is provided on the following page.

Example of a *Dakota STEP* Master File Sheet

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	03	3	25
		04	3	23
		05	4	32
		06	0	0
2600110	FUN HIGH	07	0	0
		08	0	0
		11	1	33
2600111	FUN MID	06	1	32
		07	1	32
		08	1	33
TOTALS:			14	210

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Complete the *Order for ON-GRADE Optional Scoring Services (OSS)* Form

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services (OSS)* form.
The completed OSS form should be attached to the *Master File Sheet* and returned in Box 1 of the scorable test materials.

Districts will automatically receive the following NRT score reports:

- ✓ Student Reports with Narrative
- ✓ Student Record Label
- ✓ Home Report
- ✓ Master List of Test Results
- ✓ Master List Summary
- ✓ Administrator's Data Summary
- ✓ Group Report
- ✓ Disaggregated Group Report
- ✓ Item Analysis Summary Report

Additional score reports can be ordered at the district's expense by completing the order form for **ON-GRADE *Optional Scoring Services (OSS)*** for the following:

- OPTIONAL REPORTS or SERVICES for *Stanford Achievement Test Abbreviated Battery*
- OPTIONAL REPORTS or SERVICES for OLSAT[®]8 TESTING
(if administered with the *Dakota STEP*)

Optional services may be ordered on the ON-GRADE OSS Form at the district's expense. When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorizing signature before reports can be released.

The *Order for ON-GRADE Optional Scoring Services (OSS)* form for the *Dakota STEP Assessment* is included in your Test Coordinator's kit and available on the following pages for reference.

Retain a copy of the completed ON-GRADE OSS form for your records.

SOUTH DAKOTA ACHIEVEMENT AND ABILITY TESTING PROGRAM

Order Form for ON-GRADE Optional Scoring Services (OSS)

Stanford 10 / OLSAT®8 SPRING 2006

Grades 3 • 4 • 5 • 6 • 7 • 8 • 11

Please check the appropriate box(s) below and enclose the original OSS form attached to the *Master File Sheet* in Box 1 of the *Dakota STEP* scorable materials shipment. Retain a photocopy for your files. Follow the instructions for organizing, packaging, and shipping scorable answer documents as outlined in the *Test Coordinator's Handbook*. All scorable answer documents for grades 3, 4, 5, 6, 7, 8 and 11 must be included in one shipment to prevent possible delays in processing.

District _____

OPTIONAL REPORTS or SERVICES for Stanford 10 Abbreviated Test Results are requested:

☐ **YES** -Mark this box if requesting optional reports or services.
See selected reports and prices on the following page.

☐ **NO**

OPTIONAL OLSAT®8 On-Grade Tests were administered:

☐ **YES** -Mark this if you administered OLSAT®8 with the *Dakota STEP*.
See selected reports and prices on the following page.

☐ **NO**

Complete the following information if requesting optional reports or services.

DISTRICT INFORMATION:		
(_____) _____		
Phone Number		

District Test Coordinator		

Name of School District		

Street Address (No P.O. Box Number Please)		

City	State	Zip

SEND INVOICE TO:		

Name of School District		

Address		

City	State	Zip

Purchase Order Number*		

Authorized Signature		Date

*NOTE: When ordering Optional Scoring Services, the Scoring Center requires a Purchase Order number or an authorizing signature before reports can be released.

NOTE:
ATTACH THIS ON-GRADE OSS FORM TO THE *DISTRICT MASTER FILE SHEET* AND PLACE BOTH AT THE TOP OF BOX 1 OF THE *DAKOTA STEP* SCORABLE TEST MATERIALS SHIPMENT.

For Scoring Center Use	Receiving Number	Order Number		Date Received
	Testing Program SD00n	Est. N-Count	Edit Number	Cart Number

SOUTH DAKOTA ACHIEVEMENT AND ABILITY TESTING PROGRAM

Stanford Achievement Test Abbreviated Battery: NRT OPTIONAL REPORTS FOR ON-GRADE Grades 3 • 4 • 5 • 6 • 7 • 8 • 11

Please mark the box(s) for the optional report(s) you wish to order. If there are options offered with the report you are ordering, make sure to circle the appropriate option.

<p>Student Data* (IBM Format)</p> <p><input type="checkbox"/> Diskette 1.4 MB \$1.00 per student</p> <p><input type="checkbox"/> CD ROM \$1.00 per student</p> <p><small>*Will include OLSAT®8 data if it was administered</small></p>	<p><input type="checkbox"/> Ranked List of Three Scores</p> <p>Circle only one choice for ranking order: High to low Low to high</p> <p>Circle only three ranking variables: Total Reading Total Math Total Language Basic Battery Complete Battery Total OLSAT®8</p> <p>Circle only one choice for grouping: Class \$1.20 per student School \$1.20 per student District \$1.20 per student</p> <p>Circle the appropriate choices below.</p> <p>Stanford Scores: N/PR-S, N/NCE, and SS</p> <p>Total OLSAT®8 Scores: RS, SAI, N/PR-S (when OLSAT®8 variable selected)</p> <p>If no options are circled, the Ranked List will be produced as follows: High to Low, Ranked on Total Reading, Total Math, and Total Language; and grouped by school.</p>
<p>Summary Data* (IBM Format)</p> <p><input type="checkbox"/> Diskette 1.4 MB \$1.00 per student</p> <p><input type="checkbox"/> CD ROM \$1.00 per student</p> <p><small>*Will include OLSAT®8 data if it was administered</small></p>	
<p>Other Reports</p> <p><input type="checkbox"/> Student Report with Narrative \$1.20 per student</p> <p><input type="checkbox"/> Group Report</p> <p> <input type="checkbox"/> Class \$0.75 per student</p> <p> <input type="checkbox"/> School \$0.75 per student</p> <p> <input type="checkbox"/> District \$0.75 per student</p>	

OLSAT®8 OPTIONAL REPORTS for ON-GRADE

Grades 3 • 4 • 5 • 6 • 7 • 8 • 11 (if administered)

Please mark the box(s) for the optional report(s) you wish to order. If there are options offered with the report you are ordering, make sure and circle the appropriate option.

Grades at which OLSAT®8 was administered:

- | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Grade 3* | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 11 | |

* Scorable OLSAT®8 test booklets must be used at Grade 3. Students in grades 4, 5, 6, 7, 8, and 11 can mark their OLSAT®8 responses on the *Dakota STEP* answer document.

A charge of \$2.25 per student in the 3rd grade and \$1.20 per student in grades 4–8, and 11 tested with OLSAT®8 will be assessed to each district that includes OLSAT®8 testing in the *Dakota STEP* grades. Schools will receive an OLSAT®8 Summary Report, and OLSAT®8 scores will be included on all *Stanford 10* Abbreviated Battery reports except the Home Report.

Check the box(s) next to the Optional Reports you choose to order.

<p><input type="checkbox"/> OLSAT®8 Student Report ** \$ 0.95 per student</p> <p>(RS, SS, SAI, AGE-PR-S, AGE-NCE, N-PR-S, N-NCE) (circle five of the seven available scores)</p>	<p><input type="checkbox"/> OLSAT®8 Group Reports **</p> <p> <input type="checkbox"/> Class Level \$0.65 per student</p> <p> <input type="checkbox"/> School Level \$0.65 per student</p> <p> <input type="checkbox"/> District Level \$0.65 per student</p>
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** Charges for these reports will be in addition to the per-student charges.

Organize *Dakota STEP* Test Materials

SCORABLE *Dakota STEP* Answer Documents

Test coordinators must return ALL scorable *Dakota STEP* answer documents as soon as possible after testing is complete, **to arrive at Harcourt NO LATER THAN April 28, 2006**. Be sure to include the following documents paper-banded with SSID sheets by classroom or grade.

- completed scorable Grade 3 test/response booklets including test/response booklets transcribed for students assessed with the Braille and large-print versions
- completed scorable answer documents for grades 4 through 8 and 11 including answer documents transcribed for students assessed with the Braille and large-print versions

Scorable answer documents should be returned to Harcourt using **UPS “2nd Day Air”** and **ORANGE “Scorable Test Materials”** labels.

NOTE

Scorable answer documents must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center.

Do NOT mix SCORABLE answer documents in with your shipment of NON-SCORABLE test materials.

NON-SCORABLE *Dakota STEP* Test Materials

The following non-scorable test materials should be boxed and returned to Harcourt using **UPS “GroundTrak”** and **GREEN “non-scorable”** labels.

- unused grade 3 test/response booklets
- *Dakota STEP* regular-print test booklets for grades 4 through 8 and 11
- *Dakota STEP Directions for Administering* (all grades)
- unused answer documents

ALL used/unused Braille test booklets, large-print test booklets, and large-print answer documents should be packaged in separate cartons and returned to:

**JR Zengler
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259**

Pack SCORABLE *Dakota STEP* Answer Documents

The *Dakota STEP* answer documents should be packed by school and grade in the order in which they are listed on the *Master File Sheet*—the first grade for the first school listed on the *Master File Sheet* should be at the top of the first box. You may find it easier to start with the last school listed on the *Master File Sheet* and work backwards. The *Master File Sheet* should be placed at the top of Box 1 of your shipment. **If optional scoring services are requested**, the completed ON-GRADE OSS form should be attached to the *Master File Sheet* in Box 1 of the shipment of scorable *Dakota STEP* answer documents.

When packing scorable answer documents for return to Harcourt, use boxes in which the answer documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt. To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape your cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or Styrofoam™ “peanuts,” as these will damage the answer documents.

Pre-paid UPS shipping labels as well as ORANGE and GREEN Harcourt return labels are provided in your Test Coordinator’s kit. The UPS labels have been preprinted with the delivery address of Harcourt’s Scoring Center and your district’s information.

Affix the “**2nd Day Air**” UPS label(s) and the **ORANGE** “South Dakota Stanford 10/*Dakota STEP* Statewide Assessment” return label(s) on the box(es) of MACHINE-SCORABLE answer documents. Complete all information on the ORANGE label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Place the ENVELOPE(S) containing SAT 10 scorable answer documents from Home School and other Non-Accredited programs in Box 1 of your shipment of *Dakota STEP* assessment materials. Refer to additional information and instructions in the *Stanford Achievement Test* for Home School and Non-Accredited Programs section.

Pack Non-Scorable *Dakota STEP* Assessment Materials

Return the following non-scorable assessment materials to Harcourt after the administration.

- All UNUSED Grade 3 *Dakota STEP* test booklets
- All USED and UNUSED *Dakota STEP* test booklets from grades 4 through 8 and 11
- All *Dakota STEP Directions for Administering*
- All UNUSED *Dakota STEP* answer documents

Unused SSID sheets may be returned to Harcourt or destroyed at the district/school level.

Affix the “**GroundTrak**” UPS label(s) and the **GREEN** “South Dakota Stanford 10/ *Dakota STEP* Statewide Assessment” return label(s) to the box(es) of non-scorable test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Ship Assessment Materials to Harcourt

You are responsible for the return of ALL *Dakota STEP* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your Test Coordinator’s Kit. The labels are preprinted with the Scoring Center’s delivery address and your district’s information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

**Contact UPS toll-free to arrange for pickup:
1-800-214-0391**

Contact UPS at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specified retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays. (Test Coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

**Thank you for your time and effort ensuring the successful
administration of the *Dakota STEP* assessment.**

Packing Diagram for *Dakota STEP* and SAT 10 (Home School) Assessment Materials

